**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 4.NBT.5**  **The Envision Lesson: 5-1 Multiplying by Multiples of 10 and 100** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Use the Spiral Review included with enVision. When students are finished, correct the spiral review having students correct their own paper. Give students a chance to clarify their understandings. To introduce the new topic, ask students the following questions from enVision:  What are some things that might come in groups of tens or hundreds?  What might be an easy way to count things in groups of tens or hundreds? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  Although there are not assigned vocabulary words for this lesson, we will be reviewing the following words: multiples, product, and multiplication fact. These words would have been taught previously. Start by showing 100s chart and color all multiples of 10. Then have students share why those words are multiples of 10. Ask students what a product is. Write down a multiplication fact and have students call out what the product is. Have students give examples of multiplication facts. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Pair up students. Pass out colored chip counters to each group. Have one partner show an array of a basic multiplication fact such as 3 x 4 showing 3 groups of 4 counters. The other partner then switches the problem to 3 x 40 by making 3 groups of 40 counters, perhaps in sets of 10. Have students compare the two products and explain what happened. Is that a reasonable solution? Then have students switch roles using another basic fact. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Pass out a piece of grid paper to each group of students. Have students draw an array for a basic multiplication fact such as 4 x 60. Have students cut them out. Have a few students explain how they knew how to make the array. Did they all do it the same? Did anyone do it differently? Have the students estimate how many smaller arrays of 4 x 6 they could make out of the large array. Next have them cut the large array into smaller arrays of 4 x 6. The students will see there are 10 sets of 4 x 6. Ask students how many smaller arrays they came up with. Have students explain how they decided how to cut the larger array apart. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Give each student 1 piece of paper. Have them fold the paper in fourths. Assign problems 1, 6, 7, & 8 on page 96 of the textbook. Have the students write down the problem, draw a picture, solve and explain their answers. Walk around to assist students as needed. When everyone is finished, correct as a class. Have 2-3 students put their papers under the document camera for each problem and explain how they answered it. Correct any misconceptions. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Some ideas here could be the *Quick Check or Practice* pages included with enVision. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| The *Center Activities* included with enVision are wonderful games which could be used here. The students must explain answers to the partners. | |
| **HOMEWORK** | |
| You could assign the *Reteaching or Enrichment* pages included with enVision as needed for each student. | |

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